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ABSTRACT

Two surveys were conducted to assist in the development of a mission statement for Hudson County Community College (HCCC) in New Jersey. In December 1992, 547 members of the HCCC internal community, including all HCCC employees and a sample of students and recent graduates, received a questionnaire that asked them to indicate how important it was for HCCC to perform 33 possible activities. In January and February, 1993, 591 representatives from various segments of the external community were asked to respond to an identical survey. An overall response rate of 33% (n=367) was achieved. The 10 items that received a mean score of 4.0 or greater ("quite important" to "very important") were the following: offer programs designed to prepare students for immediate employment upon graduation, provide planning and placement services for students, offer credit liberal arts and vocational education courses to assist student transfer, provide assistance to special needs students, provide greater access to education through financial aid and low tuition, develop a centralized campus, provide a comprehensive curriculum, and offer retraining programs. Both groups felt that English-as-a-Second Language, remedial, and developmental courses and student support services were important, though the college community rated them slightly higher than the external community. The survey instrument with statistical results and a list of other college activities suggested by the respondents are included. (MAB)

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HUDSON COUNTY COMMUNITY COLLEGE

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HUDSON COUNTY COMMUNITY COLLEGE MISSION SURVEY: RESPONSES FROM COLLEGE COMMUNITY AND FROM EXTERNAL COMMUNITY

Special Report 92.07
February 1993

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JC 930 469

FOREWORD

I am pleased to transmit this Special Report to members of the Hudson County Community College (HCCC) community.

At its September 21, 1992 meeting, the Board of Trustees of Hudson County Community College passed a resolution in which President Gabert was authorized "to implement a process that will culminate in the submission of a draft revised mission statement to the Board no later than April, 1993." The resolution also indicated that "students, alumni, faculty, staff, administrators, members of the Board, and representatives from the community must be involved in the process of revision."

As a part the process leading to the broad-based development of a mission statement for the new comprehensive Hudson County Community College, two surveys (College Survey, Community Survey) have been undertaken. In December of 1992, all employees of the college, and a sample of students and recent graduates (a total of 547) were asked to respond to a mission questionnaire (College Survey). In January and February of 1993, representatives (a total of 591) from various segments of the community/county were asked to respond to an identical mission questionnaire (Community Survey). Two hundred and twenty-six responses were received from the College Survey (College Community) and 141 responses were received from the Community Survey (External Community). A total of 1,138 questionnaires were distributed, and 367 responses were received.

The main section of the questionnaire contains 33 items reflecting possible activities to be included in the college's mission statement. Respondents were asked to indicate "*how important you think it is for HCCC to provide each of the following functions, programs and services.*" Five response categories were presented:

1. not very important
2. somewhat important
3. important
4. quite important
5. very important

An examination of the results presented in this report indicate that respondents from both samples agree that it is important for HCCC to offer a broad range of programs and services. For instance, the mean scores for the responses from the College Community range from 3.3 - 4.7, and the mean scores for the responses from the External Community range from 2.8 - 4.8. That is, with the exception of two items, all items were rated by both samples as either between "important" and "quite important," or between "quite important" and "very important." The exceptions are items that received a mean rating of 2.8 and 2.9 by the External Community.

A comparison of the mean scores for all 33 items reveals that in no case does the mean for the two samples differ by more than .60. Not only do the respondents from the College Community and the respondents from the External Community agree that it is important for the college to provide a broad range of activities, there is very high agreement between the two groups on the relative importance of various activities.

The 10 items receiving a mean score of 4.0 or greater ("quite important" to "very important") from both samples point to the importance of the following:

Career Oriented Degree Programs and Services

#1. Offer credit courses, certificates and associate degree programs to prepare students for immediate employment upon graduation.

#13. Provide career planning and placement services to students to assist them in benefiting from college programs.

Transfer Oriented Degree Programs

#6. Offer credit courses in associate degree programs in liberal arts and general education so that, upon graduation, students can transfer to a college or university to continue their studies toward a bachelor's degree.

#8. Offer credit courses, certificates, and associate degree programs in occupational and technical areas so that, upon graduation, students can transfer to a college or university to continue their studies toward a bachelor's degree in these areas.

Affordability and Accessibility

#3. Provide special assistance to special needs students, such as the hearing and visually impaired and the handicapped to assure them equal access to college resources and programs.

#4. Provide through low tuition, access to affordable higher education.

#29. Provide through financial aid, loans, scholarships, and work study programs, for the removal of economic barriers to higher education.

Centralized Campus

#9. Develop a centralized campus with the attendant childcare services, parking and access to public transportation.

Comprehensive Curriculum

#16. Provide a comprehensive curriculum requiring courses in communications, humanities, social sciences, mathematics, and natural sciences for students to ensure their general educational competence.

Job Training Courses

#10. Offer courses and programs to assist individuals seeking retraining opportunities as a result of unemployment or underemployment.

The 3 remaining items that received a mean score of 4.0 or greater from the College Community received a mean score of 3.8 from the External Community. These items point to the importance of:

English Language Enhancement Courses

#11. Offer English-as-a-Second-Language courses for students who need to strengthen their English language skills to prepare for degree programs.

Remedial and Developmental Courses

#12. Offer instruction in basic reading, writing, and mathematics skills to prepare students for degree programs.

Student Support Services

#15. Provide tutoring services, advisement, counseling and instruction in study skills and academic survival skills to students to assist them in benefiting from college courses and programs.

These items were closely followed by items stressing the importance of:[1]

#18 Occupational Skills Courses for Private Sector Employees;

#21 Adult Literacy and General Equivalency Diploma (GED) Programs for Community Members;

#23 Continuing Education Programs for Enrichment Purposes;

#26 Educational and Support Services to Business and Industry in the County for the Purposes of Promoting the County's Economic Development and Meeting Work Force Requirements;

#27 Collaborative Efforts with Other Educational Agencies;

#28 Provision of a Broad Range of Programs and Services for Both Students and the Community; *and*

#33 Advanced Placement for High School Students.

Space was also provided in the questionnaire for respondents to suggest additional items for consideration. These suggested additional college activities from both the College Community and the External Community follow the responses to the 33 items in this report.

[1] These items received a mean score of at least 3.6 from both samples.

FOREWORD
continued...

The final item in the questionnaire is worded as follows: "*We would appreciate any comments you might have about Hudson County Community College. Thank you.*" The responses to that item have been collected and appear as Special Report 92.05 (Mission Survey:Comments From College Community) and Special Report 92.06 (Mission Survey:Comments From External Community).

This Special Report is one of a series of reports to be developed from the two mission studies (College Survey, Community Survey). Future reports will analyze responses for subgroups within the two larger samples, and will examine the relationship among the items.

All phases of data collection, preparation, and analysis for this project were directed by Dr. Eleanor Fujita, Director for Institutional Research. Throughout her work on this project, Dr. Fujita has been assisted by Ms. Sabrina Bullock. Finally, Ms. Emma Lopez made significant contributions to all phases of this project, and in particular to the preparation of each report.

Mark Oromaner
Dean for Planning and Institutional Research

MISSION SURVEY:
RESPONSES FROM COLLEGE COMMUNITY
AND FROM EXTERNAL COMMUNITY

The Samples

For the period of early December 1992 through early February 1993, a mission questionnaire was distributed to members of the college community and to representatives of various groups within the county/community. An overview of the two samples (College Community, External Community) appears in Table 1.

Thirty-three percent (N=367) of the 1,117 individuals in the total sample responded. Forty-one percent (N=226) of the College Community responded, and twenty-five percent (N=141) of the External Community responded.

TABLE 1 - SUMMARY OF SAMPLES

	COLLEGE COMMUNITY	EXTERNAL COMMUNITY	TOTAL
Questionnaires Distributed	547	591	1138
Questionnaires Undelivered	3	13	16
Envelopes Returned with No Response	---	5	5
Sample	544	573	1117
Respondents	226	141	367
Percent of Sample Responding	41	25	33

The College Community Sample is briefly described in Table 2, and the External Community Sample is briefly described in Table 3.

On December 8 and 9, 1992, questionnaires were sent to 547 members of the college community. The various constituent groups surveyed included a systematic sample of 100 students (full- and part-time students in the same proportion as they are enrolled: 60 full-time and 40 part-time students), graduates (all who had responded to the survey of the graduates of the classes of 1986, 1988, 1990, and 1991), and all employees (full- and part-time faculty, administrators, chairs, deans, directors, counselors, skills specialists, support staff, maintenance workers, security workers, and coaches). Five questionnaires were returned for lack of a correct mailing address; while we were able to forward two of these to new correct addresses, three (one graduate, one part-time student and one full-time student) remained undelivered.

In all, 226 responses were received. To get some indication of the composition of the sample and of the respondents, a comparison was made according to constituent group. The results are shown in Table 2.

TABLE 2 - COLLEGE COMMUNITY: COMPARISON OF RESPONDENTS AND SAMPLE

Group	SAMPLE[1]		RESPONDENTS	
	N	%	N	%
Students	98	18	28	13
Full-time Faculty/Counselors	49	9	41	18
Part-time Faculty	155	28	60	27
Admin./Chairs/Deans/Directors	53	10	28	12
Clerical/Maintenance/Security	77	14	22	10
Graduates	94	17	37	16
Coaches/Skills Specialists	18	3	10[2]	4
Total	**544**	**99[3]**	**226**	**100**

1 Excludes returned questionnaires (two from students and one from a graduate).

2 Includes respondents who did not answer the question regarding their HCCC affiliation.

3 Due to rounding, the total does not add to 100.

The two largest groups in the sample were part-time faculty (28%) and students (18%). However, although part-time faculty (27%) was also the largest group among respondents, full-time faculty/counselors (18%) was the second largest group among respondents. The full-time faculty/counselors had the highest response rate (84%) and the students had the lowest response rate (29%).

During the period from late January through early February 1993, questionnaires were sent to 591 representatives from various groups within Hudson County. The sample included representatives from business and industry; education; government; community groups and agencies; health and human services; and law, insurance, and real estate.

The sources for the names of individuals and organizations used to generate this sample were: (1) individuals and organizations known to the college, e.g., advisory committee members, participants at meetings of the Board of Trustees, employers known to the Career Training Center, community representatives previously identified for college-related activities; and (2) the following membership directories: Membership Directory of the American Management Association, Membership Directory of the Hudson County Chamber of Commerce, Human Services Directory of the United Way of Hudson County, Membership Directory of the New Jersey School Boards Association, Membership Directory of the Hudson County Personnel and Guidance Association, and County of Hudson: Directory of County and Municipal Officials.

Thirteen questionnaires were returned for lack of a correct mailing address and five of the return envelopes included with the questionnaires were mailed back empty. By the response deadline of February 15, 25 percent of the sample (141 of 573) had responded.

To get some indication of the composition of the sample and of the respondents, a comparison was made according to identification group. The results are shown in Table 3.

TABLE 3 - EXTERNAL COMMUNITY: COMPARISON OF RESPONDENTS AND SAMPLE

Group	SAMPLE		RESPONDENTS	
	N	%	N	%
Business/Industry	221	39	42	30
Government	52	9	12	9
Education	104	18	37	26
Community Group/Agency	54	9	19	13
Health/Human Services	59	10	16	11
Law, Insurance, Real Estate	62	11	9	6
Other	21	4	6[2]	4
Total	**573**[1]	**100**	**141**	**99**[3]

1 Excludes undelivered questionnaires (N=13) and envelopes returned with no questionnaire (N=5).

2 Includes respondents who did not indicate group identification.

3 Due to rounding, total does not add to 100 percent.

The two largest groups in the sample and among the respondents were business/industry and education. The business/industry representatives account for 39 percent of the sample and for 30 percent of the respondents; and the education representatives account for 18 percent of the sample and for 26 percent of the respondents. The response rate for the business/industry group was 19 percent, and the response rate for the education group was 36 percent.

Responses

Items below are listed in the order in which they appear on the Mission Questionnaires. Respondents were asked to indicate **"how important you think it is for HCCC to provide each of the following functions, programs, and services."** Five response categories were presented:

1. not very important
2. somewhat important
3. important
4. quite important
5. very important

The five response categories have been combined into three: 1. "Quite" or "Very Important"
2. "Important"
3. "Somewhat" or "Not Very Important"

The percentage of responses in each of the three categories appears below. In addition, the mean response (range from 1.000 to 5.000) for each item has been presented. For each item, the first row of numbers contains responses from the College Community, and the second row of numbers (**bold**) contains responses from the External Community.

	MEAN	Percent Responding "QUITE" or "VERY IMPORTANT"	Percent Responding "IMPORTANT"	Percent Responding "SOMEWHAT" or "NOT VERY IMPORTANT"
1. Offer credit courses, certificates and associate degree programs to prepare students for immediate employment upon graduation.	4.710 **4.807**	92.4 **97.1**	6.3 **2.1**	1.3 **.7**
2. Provide a variety of cultural experiences for students and members of the community.	3.720 **3.329**	56.9 **41.5**	31.1 **35.7**	12.0 **22.9**
3. Provide special assistance to special needs students, such as the hearing and visually impaired and the handicapped to assure them equal access to college resources and programs.	4.161 **4.213**	73.3 **75.2**	21.4 **21.3**	5.4 **3.5**
4. Provide through low tuition, access to affordable higher education.	4.621 **4.586**	92.4 **91.5**	5.8 **7.1**	1.8 **1.4**
5. Provide access to facilities, such as meeting rooms, exhibition space and performance areas, to local businesses, nonprofit organizations, and other community groups as a community service.	3.300 **3.298**	42.2 **42.5**	35.0 **34.0**	22.9 **23.4**

This Questionaire is a revision of one shared with us by Johnson County Community College

	MEAN	Percent Responding "QUITE" or "VERY IMPORTANT"	Percent Responding "IMPORTANT"	Percent Responding "SOMEWHAT" or "NOT VERY IMPORTANT"
6. Offer credit courses in associate degree programs in liberal arts and general education so that, upon graduation, students can transfer to a college or university to continue their studies toward a bachelor's degree.	4.680 **4.567**	91.1 **91.5**	8.0 **5.7**	1.3 **2.8**
7. Assist state and local government agencies, chambers of commerce, and other local community groups in attracting business, industrial, and residential development as a community service.	3.473 **3.507**	48.6 **53.6**	31.3 **26.4**	20.1 **20.0**
8. Offer credit courses, certificates, and associate degree programs in occupational and technical areas so that, upon graduation, students can transfer to a college or university to continue their studies toward a bachelor's degree in these areas.	4.658 **4.532**	92.5 **89.4**	5.8 **7.8**	2.2 **2.8**
9. Develop a centralized campus with the attendant childcare services, parking and access to public transportation.	4.471 **4.043**	84.7 **73.1**	10.3 **17.0**	4.9 **9.9**
10. Offer courses and programs to assist individuals seeking retraining opportunities as a result of unemployment or underemployment.	4.172 **4.262**	77.4 **83.7**	16.3 **14.2**	6.3 **2.1**
11. Offer English-as-a-Second-Language courses for students who need to strengthen their English language skills to prepare for degree programs.	4.259 **3.851**	77.6 **63.8**	14.7 **29.1**	7.6 **7.1**
12. Offer instruction in basic reading, writing, and mathematics skills to prepare students for degree programs.	4.320 **3.844**	80.2 **65.3**	13.1 **22.0**	6.8 **12.8**
13. Provide career planning and placement services to students to assist them in benefiting from college programs.	4.415 **4.355**	87.0 **85.8**	9.4 **11.3**	3.6 **2.8**
14. Offer courses and workshops on community issues and other current social, economic, and political issues to members of the community to help develop an informed citizenry.	3.360 **3.213**	46.6 **38.3**	32.4 **36.9**	20.9 **24.8**
15. Provide tutoring services, advisement, counseling and instruction in study skills and academic survival skills to students to assist them in benefiting from college courses and programs.	4.329 **3.816**	84.9 **61.7**	9.8 **32.6**	5.3 **5.7**

	MEAN	Percent Responding "QUITE" or "VERY IMPORTANT"	Percent Responding "IMPORTANT"	Percent Responding "SOMEWHAT" or "NOT VERY IMPORTANT"
16. Provide a comprehensive curriculum requiring courses in communications, humanities, social sciences, mathematics, and natural sciences for students to ensure their general educational competence.	4.404 **4.206**	85.4 **79.4**	12.0 **16.3**	2.7 **4.3**
17. Sponsor student government organizations, student publications and other activities, such as film and concert series, field trips, and intramural sports, to complement educational programs and assist students in personal development.	3.778 **3.312**	61.4 **41.9**	26.7 **39.0**	12.0 **19.1**
18. Offer courses and programs for employees in the private sector to enhance or upgrade their occupational skills.	3.933 **3.794**	68.0 **62.4**	21.8 **30.5**	10.2 **7.1**
19. Sponsor intercollegiate athletic teams to provide opportunities for HCCC students to compete with students from other colleges.	3.431 **2.816**	47.5 **29.1**	31.1 **31.9**	21.3 **39.0**
20. Offer courses and programs for employees of state, county, and city agencies and departments to enhance or upgrade their occupational skills.	3.747 **3.496**	56.9 **50.4**	32.9 **32.6**	10.2 **17.0**
21. Coordinate adult literacy and General Equivalency Diploma (GED) programs as a service to community members.	3.791 **3.603**	59.5 **54.6**	27.1 **34.0**	13.3 **11.3**
22. Encourage use of the college as a major resource in promoting municipal, county, state or regional economic development.	3.576 **3.381**	51.3 **48.2**	34.4 **35.3**	14.3 **16.5**
23. Provide adult and continuing education programs that offer enrichment for citizens.	3.929 **3.771**	66.1 **63.6**	24.6 **27.9**	9.4 **8.6**
24. Offer courses (credit and non-credit) and other activities designed to increase students' awareness of and experience with international and intercultural relations.	3.744 **3.353**	59.2 **43.9**	26.0 **39.6**	14.8 **16.5**
25. Offer non-credit courses and programs, such as conferences, seminars, lectures, workshops, and other activities to meet the continuing professional education needs of members of the community.	3.653 **3.429**	56.5 **48.6**	30.2 **32.9**	13.3 **18.6**

	MEAN	Percent Responding "QUITE" or "VERY IMPORTANT"	Percent Responding "IMPORTANT"	Percent Responding "SOMEWHAT" or "NOT VERY IMPORTANT"
26. Offer educational and support services to business and industry in the county, including skills training, seminars, cooperative education programs, and technical and consulting services to meet commercial work force requirements and to promote the county's economic development.	3.857 **3.809**	64.6 **62.4**	26.5 **31.2**	9.0 **6.4**
27. Provide educational leadership for collaborative efforts among the college, local school districts, and other educational institutions to meet the educational needs of county residents.	3.893 **3.816**	66.5 **63.2**	25.9 **29.1**	7.6 **7.8**
28. Provide a broad range of programs and services for both students and the community, that is, the college should be comprehensive in nature.	3.929 **3.659**	66.9 **60.2**	24.1 **26.1**	8.9 **13.8**
29. Provide through financial aid, loans, scholarships, and work study programs, for the removal of economic barriers to higher education.	4.504 **4.436**	87.5 **87.2**	9.4 **10.7**	3.1 **2.1**
30. Provide credit courses through bilingual instruction (e.g. Arabic/English, Gujarati/English, Korean/English, Spanish/English).	3.333 **2.928**	51.3 **35.9**	14.9 **28.8**	33.8 **35.3**
31. Provide access to college education for students regardless of their educational background.	3.525 **3.153**	57.0 **41.6**	19.3 **24.8**	23.8 **33.6**
32. Offer courses at one or more satellite centers located at appropriate sites throughout the county.	3.665 **3.474**	57.1 **54.0**	22.8 **27.7**	20.1 **18.2**
33. Offer advanced placement/college credit courses for eligible high school students.	3.955 **3.964**	68.8 **69.1**	22.6 **20.1**	8.6 **10.8**

COLLEGE COMMUNITY - SUGGESTED ADDITIONAL COLLEGE ACTIVITIES

Following are additional suggestions made by respondents from the college community:

- This college needs to have continuity within its walls regarding academic policy and procedures.

  You should provide fun courses for continued education; tutorial programs; and transportation for senior citizens to campus locations. You should reach all communities in this county, not only those nearest the Jersey City location. Young and Old are forgotten by your college.

- Offer employees more activities such as baseball, volleyball, picnics, trips, etc.

- Increase accountability on campus to insure that promised services are being met.

  Take steps to eradicate apathy and mediocrity in our ranks or we will self-destruct. Defending the status quo is too prevalent and totally unproductive.

- Provide a system within the college, for advancement with the present work force based on abilities.

  Most of the enclosed questions seem to point to an expansion of social services, provided by the Hudson County government.

- Provide recreational/cultural facilities for the community: such as a stage, gym, pool, and dance hall.

- For students in academic foundation courses, we should offer a course which promotes vocabulary expansion and an understanding of the roots and kinship of English with the roots of students' native tongues.

- You should give financial aid to people who are still living with their parents.

- Increase more sensitivity among non-minority faculty members. And recruit faculty who are more sensitive to multi-cultural students and have a commitment to their group and success.

- Insure that ESL students enrolled in a business program receive tutoring in vocabulary associated with business and insure that students take pre-requisite courses.

- Develop career programs which utilize or rely on bilingual skills. Keep up the pace with new transfer and career program developments.

- We have too many students who lack the intellectual ability to ever succeed in college level courses. Many students regard education as a gift: they show up, and we give them a degree. They have to do nothing to earn that degree.

- Offer Spanish textbooks to ensure students the understanding of reading material.

- Establish full-time nursery for students and staff. Develop a pre-school and child care curriculum, a model center.

COLLEGE COMMUNITY - SUGGESTED ADDITIONAL COLLEGE ACTIVITIES
continued...

- Establish a student center.
- I [would] like students, especially English as a Second Language students, to have more support during the semester.
- [HCCC needs] a unified, centralized campus.
- Focus on academics primarily, counseling and tutoring.

  Implement a written, formal statement from the president's office stating that any verbal harassment or verbal abuse from co-workers, figures of authority, etc. will be followed up by dismissal -- to any level or status.
- Question #30 [referring to bilingual education:] students should complete ESL and Basic skills before being allowed to study college credit courses - which should be in English.

  Questions #5,7,22 [referring to service to the community:] HCCC should become an excellent provider of educational and vocational training needs before it becomes over-extended into "community service" concerns.
- News bulletin published twice a month or at least monthly to acquaint everyone in the institution with what is new in HCCC ranging from [bottom to the top]- faculty, staff, grants, etc, is needed.

  More cohesiveness is needed between all members of the administration if the college is going to really prosper.
- [Needed] in the liberal arts program: International relations in the 20th Century and Postwar America.
- Direct the students to profitable careers that are in demand now and in the next ten years.
- Job placement (e.g. provide experiences for students for a semester so that they can get experience with a company) is needed.

  Do not spend money on a gym or for athletic classes, because it is not worth anything but the building of a little [muscle].
- Maintain a highly competent faculty and staff and ensure the safety of everyone of the college community.
- You should develop academic support liaisons with secondary, elementary schools - mentoring programs, etc.
- Provide adequate opportunities for students to register for courses under reasonable conditions, [i.e.] before the first class, and require the students to have text[book]s in class for the first meeting.
- Restructure bilingual courses so that text[books are] in the native language of the students (since beginning levels feel very frustrated when text[books are] in English).

COLLEGE COMMUNITY - SUGGESTED ADDITIONAL COLLEGE ACTIVITIES
continued...

- Enhance the overall reputation and status of HCCC by implementing new, important cultural and service programs. This could be an additional worthwhile end result.
- Offer a language program that offers (French, Swahili, Spanish, and Japanese...) and [establish a] department for foreign students.
- You should eliminate non-professional tutors.

  All workers at the college should start working to help the college and not for personal gain.
- Develop a communication center (Broadcasting, Radio, Television).
- I feel that Hudson County Community College needs better professors.
- Offer ESL courses in survival skills for those in the community who need to learn English to function within the community.

  Maintain and strengthen a North Hudson Center Campus to provide all programs and services to residents of this area.
- Offer re-validation exam courses for professionals in nursing and social work. And offer special programs for senior citizens who are gifted and talented "non-English speaking youth."
- Develop a program in Communication and Media Studies.
- Provide more requirement courses (e.g. mathematics).
- Offer financial aid to students who have excellent grades, but do not qualify for academic scholarships or grants because they are considered middle-lower class.
- Offer scholarship/fellowships to adjunct professors and dependents in HCCC for professional growth.
- Offer college assignments of courses and offer exams such as finals and mid-terms.
- Offer opportunities for staff and faculty to improve their educational level, also career mobility for all members of staff.
- Provide a larger study area in all building sites for the students.
- Try to find a site to build a larger place with more class rooms at the same place.

  Set some kind of seminars where the students can tell you what their needs are.
- In this area, the state schools offer remedial courses, ESL, GED, etc. More competition means HCCC should be more <u>specific</u> and have focused goals (<u>then</u> increase the curriculum and spread to locations as needed - by adding needed classes).

COLLEGE COMMUNITY - SUGGESTED ADDITIONAL COLLEGE ACTIVITIES
continued...

- Provide transfer counseling to college wide student population.

  Retain a clinical psychologist in a supervisory role for counselors in assisting students with special needs.

- Question #32 [referring to appropriate sites throughout the county] is a way to expand. Consider Secaucus. This has worked well for Passaic County Community College.

- The College must encourage the students and staff to participate and interact in multi-cultural activities.

  The President of the college must get involved with different (all) organizations in Jersey City.

- Employ full-time black professors and encourage black organizations.

- Make sure that all types of financial aid are available to all students, even for the white (middle class).

- A gymnasium is needed; also a theater course for actors is needed.

- In answering question #33 [regarding offering advanced placement courses to high school students], if a high school student is found to be eligible for [college] and has expressed an interest in attending college, he or she should be placed in college. Age should not be a barrier especially when maturity is present.

- [HCCC] should serve as the model of a successful multicultural educational community in the state.

EXTERNAL COMMUNITY - SUGGESTED ADDITIONAL COLLEGE ACTIVITIES

Following are additional suggestions made by respondents from the external community:

- Centralize on one campus and provide adequate, safe parking. Provide security within buildings and en route to buildings.
- First priority, should be for the student - preparing them with the skills they need to obtain employment (leave politics out of education). Train on newest equipment and keep updating ie. Word Perfect, Lotus, Micro-Software, etc, this provides skills for employment.
- Provide students with a broad based rigorous curriculum to ensure students academic success in a four year college.
- Be focused; [don't try to be] everything to everyone. Encourage truly community people to be on the board - limit politics, politicians, and narrow agendas.
- Where does a student get training in Automotive Technician, Air Conditioning, Refrigeration, etc, without paying a fortune?
- Develop an office liaison with the public high schools in the city and county to facilitate students' transportation to college.
- Provide affordable college education to Hudson County residents and remedial work.
- Enable mothers to prepare for the work force after their children are the right age to go to school.
- Avoid duplicating services and do less, but do it well.
- Offer language/pronunciation courses so that "educated" employees may be considered promotable.

  Stress the importance of communication skills when planning a career in the United States. The degree in itself does not ensure success.
- [HCCC should offer] workshops and conferences on understanding cultural diversity in differences in people in general.
- Provide English classes in predominantly Spanish centers e.g. like at St. Mary's in West New York.
- Coordinate with businesses to provide required work/study programs. Require a reading list that gives students the opportunity to excel at their own location and in languages they know.
- Start/accelerate/expand courses on "Western History" that include "Christian History." Start and expand courses that include a balanced view regarding "Creationism" vs "Evolution."
- Public relations [is needed] to improve image of a college. A central location [is needed] to create a college atmosphere.